



The Hendreds Academic Curriculum

Covering the full Primary National Curriculum is a challenge to all schools. At the Hendreds, our teachers are passionate about their subjects, have fantastic ideas for teaching and learning and high expectations for the children's outcomes. Too often however, the reality can be that there is just not enough time for teachers to cover what they want, and not enough space for children to develop meaningful understanding about all the subjects they cover. The difficulty with a traditional curriculum is that teachers plan to teach each subject every week, meaning two or three subjects would sometimes need to be taught in one afternoon. Teaching and learning could therefore easily become too rushed.

Our staff worked together to consider how we could do things differently and if we could find a better way. We focused on the children, considering their learning journey through the school and reflecting on the knowledge, skills and understanding we want our children to have when they leave us at the end of Year 6. The process was dynamic and exciting, and the outcome is a bold and innovative curriculum which will enhance skills development and enrich the children's depth of understanding and enjoyment of subjects across the broader curriculum.

New Structure

Our new curriculum structure is based on three big terms, each with a different subject focus. The Autumn term focuses on investigating historical topics, the Spring term focuses on exploring geographical topics and the Summer term focuses on creative topics including art, design technology, music and drama. This allows us more time and a clearer focus on each subject, maximising opportunities for children to acquire knowledge and develop skills. It also enables the children to deepen their understanding by exploring their own lines of enquiry and investigating a range of opinions.

This new approach gave us the ability to include fresh topics on our curriculum, such as 'The Battle for Equality' which explores black history, and 'People and our Planet' which investigates climate change and sustainability. We wanted to make the most of this review to ensure our curriculum is forward-looking and meaningful to our children, giving them the best preparation for their future lives in the wider world.

Core Concepts & Big Questions

The subjects studied across an academic year are connected by a thread of core concepts, which enables teachers and children to make connections both between and beyond subjects being taught. The 'Big Question' for each term is an over-arching philosophical question which gives opportunities to explore the key concepts and think critically and more deeply about what they have learned. These 'Big Questions' and concepts can be explored through history, geography, art and music, but also link with learning in PSHCE and Religion & World Views. By investigating these questions and concepts, children are encouraged to consider their personal responses to their learning and how it is relevant to them, their future and the world around them.

Culture	Belief	Democracy	Fairness	Common Good	Stewardship
Belonging	Tradition	Loyalty	Collaboration	Adaptation	Survival
Community	Responsibility	Sacrifice	Change	Progress	Persuasion
Courage	Choice	Identity	Empathy	Equality	Sustainability

Christian Vision

These concepts support us to keep our distinctive Christian ethos at the heart of our teaching. Through these concepts, we connect with the Church of England's vision for education which advocates:

1. Educating for wisdom, knowledge and skills (linked to Culture, Belief, Tradition, Survival)
2. Educating for hope and aspiration (linked to Progress, Empathy, Sustainability, Courage, Change, Adaptation, Choice)
3. Educating for community and living well together (linked to Belonging, Community, Democracy, Fairness, Common Good, Collaboration)
4. Educating for dignity and respect (linked to Identity, Responsibility, Equality, Stewardship)